

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:

BSc (Hons) Professional Practice

Leading to the awards of:

- BSc (Hons) Professional Practice (Healthcare)
- BSc (Hons) Professional Practice (Cancer Care)
- BSc (Hons) Professional Practice (Cancer and Palliative Care)
- BSc (Hons) Professional Practice (Cardiac Care)
- BSc (Hons) Professional Practice (Cardiothoracic Care)
- BSc (Hons) Professional Practice (Child)
- BSc (Hons) Professional Practice (Critical Care)
- BSc (Hons) Professional Practice (Dementia Care)
- BSc (Hons) Professional Practice (Emergency and Unscheduled Care)
- BSc (Hons) Professional Practice (Mental Health)
- BSc (Hons) Professional Practice (Nursing)
- BSc (Hons) Professional Practice (Palliative Care)
- BSc (Hons) Professional Practice (Perioperative Care)
- BSc (Hons) Professional Practice (Respiratory Care)
- BSc (Hons) Professional Practice (Renal Care)

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| Programme (AOS) Code(s): | BW6PPC1 (FT) / BW6PPC2 (PT) |
| UCAS Code: | N/A |
| Name of Final Award: | Bachelor of Science with Honours, BSc (Hons) |
| Level of Qualification: | Level 6 |
| Regime of Delivery: | Attendance |
| Mode(s) of Delivery: | Full Time & Part Time |
| Typical Length of Study (Years): | FT: 1 Year PT: 2-6 years |
| Professional Body Recognition / Accreditation (including specific requirements where applicable): | N/A |

Brief Description of the Programme

This top-up programme enables students to extend their prior qualifications to gain an honours degree.

The flexibility of choice of specific modules will allow the students to extend their knowledge and skills relating to their work place, creating innovative approaches to practice, enhanced confidence and critical decision making skills. Students will be encouraged to develop autonomy and personal responsibility within the practice area and for their own personal development.

To promote continuing professional development, students have the opportunity to undertake a number of modules on a stand-alone basis through the Undergraduate Affiliate Programme. Students undertaking stand-alone modules, who do not intend to use these modules as part of a Bachelor degree, will not be required to hold a set number of academic credits prior to commencement, as long as they meet the professional registration and employment criteria.

This Undergraduate Affiliate Programme delivers level 6 modules only.

Programme Aims

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| 1 | To promote the progression of professional knowledge, skills and expertise across a variety of disciplines. |
| 2 | To develop an analytical approach to care delivery in healthcare practitioners encouraging the promotion of best practice in line with contemporary policies and guidance. |
| 3 | To develop professional judgement, accountability and autonomy within healthcare professionals. |
| 4 | To promote and develop an ethos of life-long learning and creative enquiry |

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

| ID | Learning Outcome |
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| On successful completion of the programme graduates will be able to: | |
| Graduate Attribute: Knowledge and its application (K) | |
| K1 | Systematically analyse key aspects of their field of study including acquisition of coherent and detailed knowledge relevant to the discipline and professional practice. |
| K2 | Use ideas and techniques based on contemporary research or scholarship to devise and sustain arguments, and to address challenges within professional practice. |
| K3 | Accurately utilise established techniques of analysis and enquiries within the discipline, in line with contemporary policies and guidance. |
| Graduate Attribute: Creativity (C) | |
| C1 | Analyse and Evaluate of aspects of care where practice needs to be addressed, developing evidence-based recommendations to enhance care and improve patient satisfaction. |
| Graduate Attribute: Social and ethical awareness and responsibility (S) | |

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| S1 | Devise and sustain arguments which show professional attributes and values, within ethical and legal frameworks. |
| S2 | Demonstrate an awareness of ethics and accountability in professional practice |
| Graduate Attribute: Leadership and self-development (L) | |
| L1 | Exercise personal responsibility, and decision making in complex and unpredictable contexts. |
| L2 | Evaluate and demonstrate insight into their own learning and developmental needs |

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Level Six – BSc (Hons) Professional Practice including pathways

| Code | Module Title | Credit | Core / Option | Compensable (Normally Yes) |
|-------|---|--------|--------------------------------|----------------------------|
| NP601 | Clinical Decision Making for Non-Medical Prescribing | 30 | Option | No |
| NP603 | Applied Pharmacology for Non-Medical Prescribing | 30 | Option | No |
| TL610 | Student Supervision and Assessment in Professional Practice | 30 | Option | No |
| PP602 | Leadership and Management | 30 | Option | No |
| PP614 | Minor Injury Management | 30 | Option | No |
| PP615 | Respiratory Assessment Skills | 15 | Option | No |
| PP619 | Psychosocial Interventions and Assessment in Mental Health | 30 | Core for Mental Health pathway | No |
| PP621 | Wound Care Management | 30 | Option | No |
| PP622 | Enhancing Practice Through Work Related Learning | 30 | Option | No |
| PP624 | Leg Ulcer Management | 30 | Option | No |
| PP625 | Intensive Care | 30 | Core for Critical Care pathway | No |

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|--|---|----|--|----|
| PP626 | End Of Life Care and Symptom Management | 30 | Core for Palliative Care and Cancer and Palliative Care pathways | No |
| PP627 | Emergency and Unscheduled Care | 30 | Core for Emergency and Unscheduled Care pathway | No |
| PP628 | Dementia Management | 30 | Core for Dementia Care pathway | No |
| PP630 OR PP635 OR PP639 OR PP671 | Anaesthetics - Principles and Practice Surgical Care – Perioperative Practice Recovery – Postoperative Care in the Perioperative Environment Surgical First Assistant – Perioperative Practice | 30 | ONE module Core for Perioperative Care pathway | No |
| PP632 | Trauma Care | 30 | Option | No |
| PP633 | Theoretical Concepts in Renal Care | 30 | Core for Renal Care pathway | No |
| PP636 | Stroke Care | 30 | Option | No |
| PP637 | Respiratory Care | 30 | Core for Respiratory Care and Cardiothoracic Care pathways | No |
| PP638 | The Renal Care Practitioner | 30 | Core for Renal Care pathway | No |
| PP640 | Recognising the Deteriorating Patient | 30 | Option | No |
| PP644 | Minor Illness Management | 30 | Option | No |
| PP646 | Dissertation | 30 | Core for every pathway | No |
| PF646 | Neuroscience Care | 30 | Option | No |
| PP652 | Cancer Care | 30 | Core for Cancer Care and Cancer and Palliative Care pathway | No |
| PP653 | Cardiac Care | 30 | Core for Cardiac Care and | No |

| | | | Cardiothoracic Care pathways | |
|-------|--|----|---------------------------------|----|
| PP654 | Recognition and Management of the Seriously Ill Child (0-18 years) | 30 | Core for Child pathway | No |
| PP656 | Principle and Practice of Infection Prevention and Control | 30 | Option | No |
| PP657 | Cardiac Disease Prevention and Management for Non-Specialists | 30 | Option | No |
| PP658 | Systemic Anti-Cancer Therapy – Principles, Management and Care | 30 | Option | No |
| PP659 | Diabetes Management | 30 | Option | No |
| PP660 | Haemato-oncology | 30 | Option | No |
| PP661 | Introduction to Critical Care | 30 | Option | No |
| PP662 | Physical Assessment of the Adult | 30 | Option | No |
| PP668 | Foundational Skills and Knowledge for General Practice Nursing | 60 | Option | No |
| PP669 | Enhanced Medical Assessment | 30 | Option | No |
| PP674 | Frailty: An Integrated Approach | 30 | Option | No |
| PP675 | Management of Long-Term Conditions for Health Care Professionals | 30 | Option | No |
| PP676 | Clinical Skills for Health Care Professionals in Primary Care | 30 | Option | No |
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Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

A varied programme of learning and teaching strategies enables the student to achieve an award whatever their specific health care related discipline.

Students will be supported to develop the knowledge, skills and attributes to model best practice and demonstrate the professional standards associated with the programme learning outcomes and specific pathway requirements. A blended learning approach is adopted throughout the programme which includes practical workshops, seminars, lectures and simulation. In some modules, service users will be utilised to give alternate perspectives on the work environment. A virtual learning environment (VLE) will support the students with online learning content, resources and contemporary technologies enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include wider reading, preparation for lectures and reading and planning to prepare for assignment submission.

The workplace is regarded as a forum for learning and development and will be incorporated as an integral part of the learning and teaching strategies used on the programme. Opportunities for inter – professional learning will be maximised across modules to give opportunity for inter-professional debate.

Pathway leaders will be instrumental in supporting students in their discipline and all students will have a personal tutor. In most instances this will be the module leader. Academic tutoring and support will be integrated within all modules to facilitate personal development planning and to support key skills, including the understanding and application of research relevant to the module. Students will be allocated a supervisor for the duration of the PP646 Dissertation Module.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

All: Printing costs of around £100
 PP661: Poster presentation about £20-30
 PP646: Dissertation binding about £10

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

| Course Stage | Scheduled Activities (Hours) | Guided Independent Study (Hours) | Placement / Study Abroad / Work Based Learning (Hours) |
|--------------|------------------------------|----------------------------------|--|
| Level 6 | Dissertation: 34 | Dissertation: 266 | 0 |

Remainder: Variable depending on choice of optional modules

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Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the ‘three-week turnaround’).

Each module will clearly outline the assessment methods and detailed information will be supplied within the module plan. Learning outcomes, learning content and assessments are aligned in order to ensure that graduates will develop into academically sound, safe, responsive, evidence-based practitioners. In line with the aim of encouraging students towards a flexible approach in their own learning and development, the programme adopts a varied methodology for assessment.

All assessments have been prepared to conform to the QAA descriptors for level 6 and will require the application of theory to the specific practice area in which the student is working. These will include presentations, reports, competency documents and work-related assessments with evidence of practice/service improvements within the work area. Other forms of assessment may include written examinations, oral examinations, practical examinations such as an Objective Structured Clinical Examination (OSCE), reflective essays, case studies and portfolio production.

To prepare students for summative assignments, formative work is a feature of many of the modules across the framework and students will be provided with verbal or written feedback to support this.

The Learning Development Unit (LDU) also actively supports students with academic work to meet their course requirements.

In order to achieve a particular award title the student must undertake the core modules for that pathway and the final project or dissertation must be in the subject area of the award title.

To achieve the BSc (Hons) Professional Practice award students must achieve the full 120 credits therefore compensation is not permitted on any modules.

A student will only be permitted to enrol on the dissertation once it is confirmed that they have accrued or are in the process of accruing the other 90 credits.

Classification

Calculation of final award:

The degree classification will be calculated on the average weighted mark of all the L6 credits undertaken at Bucks New University.

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

The potential students are from a variety of professional backgrounds within healthcare and are seeking continued professional development to academic level 6. All students will be employed or will have access to work experience for at least 6 hours a week throughout the duration of the course.

All students applying to the programme will have previously achieved 120 credits at level 4 and 120 credits at level 5, either through a foundation degree, diploma or APEL route, through the University's Credit Accumulation and Transfer Scheme (CATS), usually from a UK University, an affiliated college or an overseas qualification of an equivalent standard. If students have completed module PF514 'Developing a Portfolio for Accreditation of Prior Experiential Learning' at BNU, they will be able to gain entry to the programme via a group directive, confirmed by the University's APL panel. To gain a specific bracketed award the 240 credits already held must be in the same field of study as the chosen pathway.

Nurses and allied healthcare professionals are considered to hold 120 credits at level 4 on the basis that they have completed a course of study incorporating both theory and clinical practice, for a minimum duration of 2 years which has led to professional registration with the relevant regulatory bodies in the United Kingdom. Students with professional qualifications gained overseas which allow registration with the relevant UK regulatory bodies, have the academic level of their qualifications assessed by the National Academic Recognition Information Centre.

A number of healthcare modules require the student to have a mentor in the area of employment to support the student in their development. This support may include teaching, the facilitation of learning opportunities and the completion of clinical competencies. In this case the mentor is required to be a registered practitioner with a minimum of 2 years relevant clinical practice and a professional qualification at level 6 or above. Additionally the mentor would need to hold a relevant mentorship or teaching qualification, and agree to undertake the role of mentor.

Students may be permitted to register directly onto the degree with 90 credits at level 6 and undertake the final project, providing that they have completed 1 module of 30 credits (of the 90) at Bucks New University within the previous 3 years, (3 years is counted from the date the credits are awarded).

Students must complete the degree within six years from the date the first credits were awarded, regardless of the awarding institution. This means that the whole programme inclusive of the 90 credits must be completed within a six year period. This includes the credits from stand-alone modules that are later used as part of the 120 credits for a degree.

Students wishing to enrol for a particular award title must have undertaken the specialist or clinical module relevant to that award at Bucks within the last 3 years (3 years is counted from the date the credits are awarded). Access to top-up to the degree outside of this time frame will require normal application for credit accumulation and transfer. It would normally be expected that students are able to demonstrate currency of knowledge in the specified area.

Students enrolling for the “Nursing” bracketed award must hold current registration with the Nursing and Midwifery Council (NMC).

Students are not permitted to undertake The Renal Care Practitioner module on a stand-alone basis as this is a clinical practice module. The theoretical module, The Theoretical Concepts in Renal Care must be completed first. External students wishing to undertake The Renal Care Practitioner module and who do not work in a renal setting can receive honorary contracts to work in the renal unit at Imperial College Healthcare NHS, provided they are seconded by their employer for the duration of the module.

There are no specific attendance requirements, but students are bound by the University Attendance and Engagement policy which can be found in the Programme Handbook.

Do applicants require a Disclosure and Barring Service (DBS) Check?

No

Opportunities for students on successful completion of the programme

In addition to individual career development, students will have access to progression onto master’s programmes in their specific subject context e.g. nursing, healthcare or to generic fields such as leadership and management or research. The generic, transferable skills acquired throughout the programme may also open up employment opportunities outside these fields.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Programme specific support (if applicable)

Support for students with a disability

Bucks New University actively support students with a disability. Students are encouraged to register with the disability support unit for an individual assessment so that specific requirements may be met to support the student.

Appendices

Quality Assurance

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| Awarding Body: | Buckinghamshire New University |
| Language of Study: | English |
| QAA Subject Benchmark Statement(s): | During the course development the programme and module learning outcomes have been mapped to the FHEQ level 6 descriptors to ensure the graduates achieve the outcomes described within the Framework for Higher Education Qualifications. |
| Assessment Regulations: | <i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice) |
| Does the Fitness to Practise procedure apply to this programme? | Yes |
| Date Published / Updated: | September 2014 / September 2019 |
| Date programme re-approval required: | 2024-25 |

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

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| Name of Exit Qualification: | Ordinary Degree |
| Full name of Qualification and Award Title: | BSc Professional Practice |
| Credits requirements: | 90 credits |
| Module requirements: | 90 credits at Level 6 – excluding dissertation or equivalent. |
| Learning Outcome | |
| Graduate Attribute: Knowledge and its application (K) | |
| Systematically analyse key aspects of their field of study including acquisition of coherent and detailed knowledge relevant to the discipline and professional practice. | |
| Accurately utilise established techniques of analysis and enquiries within the discipline, in line with contemporary policies and guidance. | |
| Graduate Attribute: Creativity (C) | |
| Demonstrate evaluation of aspects of care where practice needs to be addressed, developing evidence-based recommendations to enhance care and improve patient satisfaction. | |
| Graduate Attribute: Social and ethical awareness and responsibility (S) | |
| Demonstrates professional attributes and values, within ethical and legal frameworks. | |
| Demonstrate an awareness of ethics and accountability in professional practice | |
| Graduate Attribute: Leadership and self-development (L) | |

Exercise personal responsibility, and decision making in complex and unpredictable contexts.

Demonstrates insight into their own learning and developmental needs